Section 3:
Estimating the Supply and Demand for Preschool

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Introduction

Having accurate and up-to-date information about the characteristics of the young children and families in a specific community and about the early care and education (ECE) programs that already serve these children is essential to planning a *Preschool For All* initiative. This information will help target new preschool resources to the communities where they are needed and most likely to be used. This information will also help promote strategies for creating a preschool program that is based on realistic assessments of what is currently in place.

This chapter will describe the resources that are available to help plan a *Preschool For All* program at the community level. The resources will provide information about:

1) The characteristics of the ECE programs already in place.

   - How much and what kind of early care and education exists?

   - What are the numbers and characteristics of the ECE workforce?

2) The potential participants of a *Preschool For All* initiative.

   - What are the characteristics of the children and families in the community?

   - Which ECE programs are they currently using?

   - Who will access the preschool programs being developed?

Some of the information needed to answer these questions has already been collected and analyzed and is readily available. However, some of the necessary information has not been collected or is not easy to access. For this reason, earmarking financial and staff resources for data collection, analysis and reporting is very important. The amount of resources needed varies greatly, based on:

   - Who will conduct the research or write the report,

   - The number of people or agencies from which data will be collected,

   - The amount and complexity of the information collected, and

   - The length and complexity of the final report.

The Characteristics of the Early Care and Education (ECE) Programs Already in the Community

The Supply and Characteristics of ECE Programs

As shown in Table 2-1, California has an existing system of publicly supported and/or regulated early care and education programs. A successful *Preschool For All* program will coordinate with and build upon these existing services and infrastructure. In deciding where to locate new preschool programs, it is essential to know what programs already exist in an area or for a specific population. Will new services duplicate an existing program, compliment an existing program, or fill a need because no services exist? For example:

- If a community is planning a part-day, part-year Preschool For All program, the first step should be to identify similar programs, such as Head Start or State Preschool, that already exist. This information helps in coordinating and integrating with existing programs rather than duplicating them.

- If a community is planning a part-day program, but many of the families in the community work full-time and want their children cared for all day, it will be important to identify full-day child care programs. These programs could offer, "wrap around care" for the preschool program or could be encouraged to upgrade quality, if necessary, to offer Preschool For All services within their existing program.

Sources of information on the ECE supply already in the community include:

Child Care Resource and Referral Agencies (R &R's):

The local R&R program maintains an updated database of the licensed child care centers and licensed family child care homes currently providing care. There is an R&R office in each county, and some counties are served by more than one. To find the closest R&R office, go to the Network Web site at www.rrnetwork.org, or call 1 (800) 543-7793 and enter your zip code.

The center-based data includes information on Head Start, State Preschool, and other programs under contract with the California Department of Education (CDE), Child Development Division (CDD), as well as on private non-profit and for-profit child care centers.

R&R's maintain this comprehensive information to provide quality referrals to parents needing ECE services and to provide quality technical assistance to center-based and family child care home providers.

Table 3-1 displays the information that every R&R in California collects on the licensed centers and homes in their county. All R&Rs can answer the following questions:

- What types of licensed ECE programs exist in the community?

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- Where are they located?

- How many children, and of what ages, can they serve?

- What schedules do they offer?

- What languages do they speak when working with children?

The California Child Care Resource and Referral Network (Network)

In addition to the local use of the data in providing referrals, assisting providers, and developing local needs assessments, this information is collected by the California Child Care Resource and Referral Network (Network) every two years. The Network aggregates and analyzes this information to document the ECE and school-age supply in California, both county-by-county and statewide.

The supply and demographic information about the children and their families in a county are published in the *California Child Care Portfolio* and as a series of child care supply maps. The 2001 *Portfolio* and the 2001 *Child Care Supply Maps* are available on the Network's website www.rrnetwork.org. The 2003 versions will be available soon.

Child Care and Development Planning Councils (LPCs)

In addition to the local R&Rs, there are LPCs located in every county. Also funded by CDE, the LPCs are mandated to conduct countywide child care needs assessments and to prepare plans to address identified child care needs for the families in their communities. These assessments include comprehensive and detailed information on the supply and demand for child care, including subsidy use and the need for both subsidized and non-subsidized care.

For example, the *San Francisco Child Care Planning Council Needs Assessment* reports the following information for each neighborhood in the city/county:

- The population of children,

- The capacity of licensed child care,

- The number of children eligible for state child care subsidies and for Head Start programs,

- The number of children participating in local, state and federal subsidy programs,

- The unmet need for subsidized care, and

- The types and locations of care that subsidized families are using.

Another example is offered by the *Alameda County Child Care Needs Assessment,* which analyzes the supply and demand of child care services by cities in the county. Using conservative and broad estimates of child care usage (we will discuss child care usage later in this chapter),

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the study estimates the gaps in supply for different age groups as well as the possible "excess supply" in certain areas. This illustrates the importance of looking at data to determine precisely where resources are needed. Is there already an "excess supply" of programs for three- and four-year-olds in some communities? Are there some communities where many preschoolers have inadequate access to services?

You can link to a directory of LPCs at www.cde.ca.gov/cyfsbranch/child_development/.

Supply and Characteristics of the ECE Workforce

It is very important to understand the characteristics of the people currently providing ECE services, the ECE workforce. Such information helps *Preschool For All* planning efforts to develop strategies for the recruitment and professional development of the preschool workforce. For example:

- *Preschool For All* will eventually require every preschool classroom to have one teacher with a Bachelor's degree and an early childhood certificate or credential. To meet this requirement, it would be important to know how many current ECE teachers in the community already have a Bachelor's degree, how many have an Associate's degree, and how many have no college-level education.

- *Preschool For All* encourages preschool teachers to be able to speak the same language as the children they serve (in addition to English), and to also have a similar cultural background to the children they serve. To plan for future recruitment and training of teachers, it would be important to know about the linguistic and cultural background of the current workforce.

Sources of information on the ECE Workforce include:

The California Child Care Workforce Study

In 2001, the Center for the Study of Child Care Employment at the Institute of Industrial Relations (IIR) at the University of California Berkeley, the Center for the Child Care Workforce (CCW)**,** and the Network collaborated on an in-depth study of the center-based and family child care home workforce in eight counties. One interesting finding is that the percentage of ECE teachers with a Bachelor's degree working in each county is very similar to the percentage of the general population in that county with Bachelor's degrees. In San Francisco, for example, 43% of center-based teachers have a Bachelor's degree—the same percentage of the general population with BAs. In Kern County, 8% of center-based teachers, and 12% of the county's general population, have BAs. Such information is essential to planning an appropriate professional development strategy in each community.

The *Workforce Study* provides the following sorts of information about center-based staff:

- The characteristics of the centers where the staff work,

- Numbers of staff in different staff categories,

- Tenure and turnover,

- Working conditions,

- Benefits and union participation, and

- Educational background and training.

The *Workforce Study* also provides the following information about family child care home providers:

- Educational background, training, and accreditation,

- Provider demographics (age, gender, ethnicity, languages spoken, marital status),

- Health insurance status, and

- Economic status.

The *Workforce Study* produced separate reports for each of the eight counties studied, and one report documenting the cross-county results. These reports are available on the Network's website: www.rrnetwork.org. The Center for the Study of the Child Care Workforce and the Network are exploring ways to conduct this study in additional counties and statewide. Contact Marcy Whitebook at mwhbk@uclink.berkeley.edu for more information.

Child Care Center/Family Child Care Home Salary and Working Conditions Surveys

CCW has conducted individual wage and benefits surveys in many California counties during the past few years. These reports include information on workers' educational background and training, working conditions, demographics and tenure in the field. The reports are available on the CCW website: www.ccw.org.

Universal Preschool in California: An Overview of Workforce Issues

This paper, prepared by Marcy Whitebook and Dan Bellm of IIR in 2002, focuses on three *Preschool For All* design issues: delivery mechanism, workforce standards, and professional development "…in terms of how they relate to the universal preschool workforce. The discussion … review(s) current conditions, emerging questions, research findings, gaps in available data, relevant activities in other states, and the range of decisions that California program planners and policy makers will face as they move ahead." Access the report on the IIR website at: http://socrates.berkeley.edu/~iir/cscce/index.html or contact the Center for the Study of Child Care Employment (mwhbk@uclink.berkeley.edu). The Center will also prepare a series of policy briefs from the *Workforce Study* that directly relate workforce issues to Preschool for All.

- The CCW and IIR websites are also excellent sources of information on the ECE workforce.

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What Else Needs to Be Known?

The data sources described above might not provide all the information that is needed for a *Preschool For All* planning effort. **Table 3-2** identifies some additional data about the ECE supply and data sources that might be helpful. Information about location of programs and number of children served is easily obtained. However, data on "program quality" is more difficult to access. This includes such matters as type of curriculum and how they rate on various quality measures. Here local planning efforts might require some original data collection. If so, it is important to involve child care experts. Consult with the local R&R, local workforce experts, and the Center for the Study of the Child Care Employment in efforts to collect such data. Also, be sure to budget adequate financial resources for such data collection projects.

The Potential Participants in a Universal Preschool System

Characteristics of Children and Families in the Community

It is important to know the general demographic, social, and economic characteristics of the children and families in the community. Although this information will not reveal exactly how many parents might use preschool services (known as the true demand) it will help a planning effort better define the parameters of a *Preschool For All* program. Important questions to ask include:

- How many children will the program serve, potentially?

  How many preschoolers live in the community? How many have two parents who are working, or a single parent who is working? How is the population expected to change over the next 10 years?

- Is a part-day program accessible to families?

  Do parents work full-time or part-time? Do they have long commutes? Do they have flexible schedules? Do they work evenings or weekends?

- What types of curriculum and staff are needed to serve the language and ethnic diversity of the community?

  What languages do families speak? What is their racial classification? What is their country of origin?

- What are unique family characteristics that need to be considered in program design?

  What is the composition of the households in the community? What percentage of children is primarily cared for by grandparents, by foster parents, or by gay and lesbian families?

Sources of information on the demographic, social and economic characteristics of the population include:

- The U.S. Census Bureau (www.census.gov/),

- The California Department of Finance, Demographic Research Unit (www.dof.ca.gov/html/Demograp/druhpar.htm),

- The U.S. Department of Labor, Bureau of Labor Statistics (www.bls.gov/),

- The California Employment Development Division (www.edd.ca.gov/),

- The California Department of Education: Education Demographics Office (www.cde.ca.gov/demographics and Ed-Data www.ed-data.k12.ca.us/)

- Kids Count Web Site: Census Data (www.aecf.org/kidscount/census/).

Types of data provided by the 2000 Census include:
- Total number of people, households, and families

- Racial composition

- Number of children by age group

- Number of children of working parents

- Composition of households and families, including marital status, other relatives, partner status, and presence of children

- Number of grandparents raising grandchildren

- Year of entry into the United States and citizen status

- Languages spoken at home and the ability to speak English

- Ancestry of population

- School enrollment, including "Nursery school/Preschool"

- Educational attainment

- Employment status, types of jobs, usual hours worked per week, commute patterns

- Disability status by age

- Household income and poverty status.

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These data have already been formatted into reports that are generally available on the web. However, sometimes it is necessary to order these reports for specific geographies or age groups. **Table 3-3** provides web addresses for the formatted reports.

Current ECE Usage

Once the characteristics of the children and families in the planning area are known, information needs to be gathered about where young children are currently being cared for. Are they enrolled in center-based programs, family child care homes, or license-exempt care? Are they in full-time or part-time care? Are children of non-working parents enrolled in ECE programs?

Potential sources of information on child care usage include:

- LPCs, which might provide this information in their *Child Care Needs Assessment;*

- R&R centers and the California Child Care Resource and Referral Network;

- National and statewide studies, which might contain estimates on ECE usage in local communities.

  The Urban Institute has conducted research on child care usage in California. The reports, *State Child Care Profile for Children with Employed Mothers: California (February 2001)* and *Primary Child Care Arrangements of Employed Parents: Findings form the 1999 National Survey of America's Families* are available on the Urban Institute website www.urban.org.

It is important to note, however, that patterns of child care usage are very sensitive to the local supply, cost, and quality of ECE services. If information about child care usage is not available locally, another option is to ask parents directly about their child care arrangements. This would most probably be done in conjunction with a demand study, which asks parents about their interest in participating in a preschool program, as is discussed in more detail below.

What is the Demand for Preschool Programs in the Community? (If you build it, will they come?)

Information about the general population and current child care usage is essential to defining the parameters of a *Preschool For All* program, but it is not enough to predict the actual demand for preschool programs. For example, although there might be 500 three- and four-year-olds in a community, that fact alone does not predict how many parents will choose to enroll their children in the envisioned preschool program. Actual enrollment also depends on:

- Degree of satisfaction with a child's current early care and education arrangement,

- Knowledge of the quality standards of service offered by the new or upgraded preschool program as compared to services previously available in the community,

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- Location,

- Parent fee (if any),

- Curriculum and services provided,

- Schedule of the program (full-time, part-time),

- Availability of "wrap-around" care, and

- Other relevant factors.

Sources of information about actual demand for preschool services include:

- Analyses of participation rates for similar programs locally,

  For example, if a county is planning a part-day program, it would be helpful to know the participation rates for the part-day Head Start and State Preschool programs in the same community.

- Analyses of participation rates in similar preschool programs in other states,

- Information in the LPC's Child Care Needs Assessment,

- Information available from the local R&R,

- The August 2003 study *Important Predictors of Early Education and Care"* by the National Institute for Early Education Research (http://nieer.org).

- *The Cost of Universal Access to Quality Preschool in Illinois (2003) pages 6-8,* Institute for Women's Policy Research (www.iwpr.org).

A complete *Preschool For All* planning process might also want to ask parents directly about their current child care usage and their interest and willingness to participate in a preschool program. Such data can be collected through mail, telephone, or household surveys, or through focus groups. Again, work with the local R&R and other ECE experts on the study, and set aside resources for this sort of data collection.

Putting It All Together

San Mateo County: Under the leadership of First 5 San Mateo County, a design group has facilitated an 18-month planning process and the development of a strategic plan for implementing universal preschool in San Mateo County. Because of fiscal constraints, the design group has recommended an incremental approach to the implementation of the strategic plan. To guide this incremental approach, First 5 San Mateo County, working in collaboration with the Child Care Coordinating Council of San Mateo County (the local R&R), the Network, and the Center for the Study of Child Care Employment, has obtained support from the David and Lucile

Packard Foundation to conduct a comprehensive preschool supply and demand study. The study has three components:

➢ A household survey of San Mateo county residents to quantify the actual demand for preschool education among parents of children up to age five, focusing on how preschool needs, including schedule, location, price, and programming differ among diverse communities,

➢ An analysis of existing data, and a comprehensive survey to collect additional data, on the licensed early care and education supply in the County to quantify the actual supply of preschool spaces in different communities, focusing on type of provider, price, location, hours of service, and measures of quality, and

➢ An analysis of existing child care workforce data and the collection of additional preschool teacher data, through the supply survey mentioned above, to ensure that the County plans for appropriate investments in the preschool teacher workforce to meet the higher teacher qualification standards of Preschool for All.

The supply and demand study protocols and the study findings will be included in the Tool Kit as they are completed.

Los Angeles County: Los Angeles County is also taking a leading role in California's Preschool for All initiative. Under the leadership of First Five LA, the key stakeholders in the County are participating in a comprehensive planning process to develop a countywide preschool program. The Los Angeles preschool program, similar to the San Mateo program, will be phased in, as resources are not yet available for full implementation. To help determine where to target resources, the planning effort recently completed an exhaustive verification process to identify "supply and demand" in the county. The focus of this effort was to verify and "dig deeper" into the existing data on the supply of early care and education services and the population of children needing these services. The supply and demand information was disaggregated to the zip code level and the process of verification included four steps:

➢ **Calculating a reliable estimate of the number of preschool spaces available by type and funding stream at the zip code level.**
  The 2002 R&R data on the active, licensed child care supply served as the baseline, and a detailed itemization of spaces in different funding categories was completed with the support and cooperation of local school districts, the county office of education, independent Head Start grantees, and the Alliance of Alternative Payment Programs. An attempt was made to isolate how many of the total spaces were available for four year-old children. Also, an effort was made to avoid double counting two part-time spaces that were being used by one child in order to create full-time services. This was particularly important when looking at the utilization of part-time spaces in State Preschool and Head Start programs. For example, one child might use a part-time State Preschool space in the morning and a part-time Head Start space in the afternoon. The supply data can be mapped using a GIS program based on actual spaces or in different relationships (e.g., space per square mile, space per 100 children).

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➢ **Calculating the total potential demand for preschool services.**
Using the 2000 U.S. Census (Summary Tape File 3), data on the number of children aged four years-old was disaggregated to the zip code level. There data were mapped and color coded by the density level of children in each zip code. Special care has to be taken to verify the census tract data against the zip code correspondence table to ensure the distribution of children is not over-counted.

➢ **Calculating the potential unmet need for preschool services.**
By subtracting the total potential demand for services from the total supply, a "simple" calculation of unmet need can be determined. The simple calculation assumes that ALL children can enroll in preschool and that maternal employment, family income, and other social indicators are not relevant to utilization of service. More sophisticated approaches to analyzing unmet need can be developed. These include estimating utilization based on historical performance of UPK in other states, and taking into account weighting of different social indicators. The prioritizing of zip codes for ramping up, building facilities, and developing programs can be achieved using weighting approaches. The weights can be displayed on maps using an approach called Spatial Analyst.

➢ **Prioritizing the geographic allocation of preschool resources.**
By weighting four factors and displaying the data in a series of geo-coded maps, it is possible to target specific zip codes for priority deployment of resources. In Los Angeles County, there were several "hot zones" that were high in need and short on supply. These are also low-income zip codes so both service and new facilities are needed. The weighted factors being used in Los Angeles include: unmet need, elementary school API scores, maternal employment, and family income. A fifth variable, the prevalence of children that are both English language learners and also not fluent in their home language, is under consideration once zip-code level data on this population is collected.

A comprehensive report on the Los Angeles Preschool for All planning process, which will include the methodology for the supply and demand analysis, is forthcoming and will be added to the Toolkit when it is available. For more information, contact info@karenhillscott.com .

Policy Analysis for California Education - In addition to the two planning efforts discussed above, a helpful model for strategically thinking about supply and demand issues is *Investments for Universal Preschool: Which Families to Serve First? Who Will Respond?* (PACE: Bruce Fuller and Danny Shih-Cheng Huang, 2003.) This study illustrates how state and local planners might weigh various strategies for targeting limited preschool resources. Using Los Angeles County as an example, the study analyzes how three alternative targeting mechanisms would yield different allocations to different communities, including:

➢ Communities with the *lowest performing students* on standardized test, scores which are tightly correlated with neighborhood wealth or poverty,

➢ Communities with the *lowest supply of preschool slots* for young children, neighborhoods that may be poor or working class in composition, and

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> ➢ Communities where the *pent-up demand* for preschool is highest, that is, neighborhoods where family demand outstrips current supply.

This publication is available on the PACE website: http://pace.berkeley.edu/

Table 3-1: Understanding the Early Care and Education and School-Age Supply in Your County

Every R&R can give you the information outlined in the chart below. The Network can also provide this information for every county and across the state; however, depending upon when the information is requested, it might not be as current as the data provided by your local R&R. For additional information on the quality of the programs, see Table 3-2.

What do you want to know?	Licensed Child Care Centers	Licensed Family Child Care Homes	Comments
What types of programs do R&Rs have information for?	• Head Start • CDE-contracted programs (i.e. state preschool and general child care) • Private for-profit and non-profit centers	• Private family child care homes (large and small) • Family child care home Networks – CDE contracted • Head Start contracted	
(i) Where is the early care and education located?	• City • Zip Code	• City • Zip Code	Street address information is generally available for center-based programs and large family child care homes.
(ii) How many children is the center-based program or home licensed to serve at home time?	• # Of children 0-23 months • # Of children 24 months – 5 years, 11 months • # Of children 6 years and older	• Licensed for up to eight children (small family child care home) • Licensed for up to 14 children (large family child care home)	This information is the *licensed capacity*, defined as the number of children the center or home is allowed to care for at one time. Beginning in January 2004, R&Rs will also collect *desired capacity for family child care homes.* This is the number of children the provider prefers to serve at any one time.
(iii) Does the center-based program or home offer full-time and/or part-time care?	• Full time – *care offered for 35 or more hours per week* • Part time – *care offered for less than 35 hours per week.*	• Full time care – *care offered for 35 or more hours per week* Part time care – *care offered for less than 35 hours per week.*	Beginning January 2004, the *full-time definition will be changed to 30 hours per week* to parallel the definition used in subsidy programs.
(iv) Does the center-based program or home offer care year round?	• Year round • School-year only • Summer only	• Year round • School-year only • Summer only	
(v) Does the center-based program or home offer before and/or after school care for school age children?	• Before-school • After-school	• Before-school • After-school	
(vi) What other schedules of care does the center-based program or home offer?	• Drop-in care – occasional, on-call child care • Evening care – *care available after 7:00 PM* • Overnight care	• Drop-in care – occasional, on-call child care • Evening care – *care available after 7:00 PM* • Overnight care	

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What do you want to know?	Licensed Child Care Centers	Licensed Family Child Care Homes	Comments
	• Weekend care • Rotating schedule – *variable schedule*	• Weekend care • Rotating schedule – *Variable schedule*	
(vii) Is the center-based program or home a subsidized, contracted provider?	• Center has a California Department of Education contract (i.e. General Child Care and Development, Migrant Child Care, Campus Child Care, State Pre-school, Severely Handicapped, Latchkey) • Center has a Head Start contract • Center has a contract with another public entity, such as a city or county	• Family child care home is part of CDE Family Child Care Home Network • Family child care home is part of a Head Start contract	These subsidized, contracted providers have direct contracts to fund permanent slots for children. *In January 2004,* **State Preschool programs will be coded separately.**
(viii) What languages do staff members at the center-based program or home speak when working with the children?	• English • Spanish • Chinese • Tagalog • Vietnamese • Korean • Other	• English • Spanish • Chinese • Tagalog • Vietnamese • Korean • Other	
Child Care Food Program (CCFP)	Does the center participate in the (CCFP), a state and federally funded program that gives financial assistance for nutritious meals	Does the home participate in the (CCFP), a state and federally funded program that gives financial assistance for nutritious meals	R&Rs will begin collecting this information in a standard way in January 2004.

In addition to these eight standard pieces of information (i-viii above), R&Rs collect county-specific information about their ECE and school-age supply. Talk with your local R&R about what additional information they have. Also, if there is information you need that is not collected by the R&Rs, talk to your R&R about working together to collect this information. For example, for eight counties (Alameda, Kern, Monterey, San Francisco, San Mateo, Santa Clara and Santa Cruz), data is available from the *California Child Care Workforce Study* on the characteristics of the ECE workforce. The Network and the Center for the Study of Child Care Employment would be happy to assist in describing how this information was obtained. However, it is important to budget resources for collecting new data.

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Table 3-2. Early Care and Education Supply and Demand Additional Information Needed

Information Needed for Designated Geographical Area	Potential Sources of Data
What is the supply of early care and education for children ages 3 and 4 years? 1. How many 3 and 4 year-old children are programs currently serving? 2. How many vacancies do programs have for children aged 3 and 4 years?	• R&R enrollment and vacancy data • Local child care planning council "Needs Assessment" • Survey of licensed programs in the appropriate geographical area ▪ R&R databases have the list of licensed providers that should be used as the survey sample. R&Rs have relationships with the providers and can encourage their participation in the survey.
What are the rates charged for early care and education for children ages 3 and 4 years?	• R&R rate data • Local child care planning council "Needs Assessment" • *Regional Market Rate Survey (RMR) of California Child Care Providers*[1] • Survey of licensed programs (see above)
How many children ages 3 and 4 years are receiving subsidies?	• Alternative Payment programs can provide information on children receiving vouchers for child care services • R&R data on contract status of the child care program (CDE center, Head Start) • Local child care planning council "Needs Assessment" • Survey of licensed programs (see above)
What is the quality of services provided by ECE programs?	• R&R data • Local child care planning council "Needs Assessment" • Survey of licensed programs (see above) • National Association for the Education of Young Children on the accreditation status of ECE programs in the county; check the NAEYC website at www.naeyc.org/accreditation/default.asp • Early Childhood Environment Rating Scale Scores, if independently validated

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[1] The RMR survey collects data on the rates charged by licensed child care centers and family child care homes. The State uses the data to establish reimbursement ceilings for a variety of voucher-based subsidized child care programs. The RMR was conducted by the California Child Care Resource and Referral Network (R&R Network) from 1989-2002.

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Table 3-3. Web Links to Population Data – Formatted Reports

http://www.dof.ca.gov/html/Demograp/SF1profilesCP.htm

Summary File 1 General Profile 1 Persons by Race, Age & Sex; Households and Families by Race and by Type (By County)

http://www.dof.ca.gov/html/Demograp/SCDC_Products.HTM#viewdocs

To order:
Summary File 2: Summary of Specific Race/Ethnic Category by county
Summary File 3: Primary Profile 1: Age, Sex, Race, Marital Status, and Household Type by county

To view:
Summary File 2: Summary of Specific Race/Ethnic Category for California
Summary File 3: Primary Profile 1: Age, Sex, Race, Marital Status, and Household Type for California

http://factfinder.census.gov/servlet/DatasetMainPageServlet?_ds_name=DEC_2000_SF1_U&_program=DEC&_lang=en

View various detailed tables for Summary Tape Files 1-3

http://www.calmis.ca.gov/htmlfile/subject/DP2000.htm

Easy way to download U.S. Census County Profiles from the Summary Tape Files 1-3
Table DP-1 Profile of General Demographic Characteristics: 2000
Table DP-2 Profile of Selected Social Characteristics: 2000
Table DP-3 Profile of Selected Economic Characteristics: 2000
Table DP-4 Profile of Selected Housing Characteristics: 2000

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